U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Thomas Graham

Official School Name: Griegos Elementary School

School Mailing Address: 4040 San Isidro NW
Albuquerque, NM 87107-2828

County: Bernalillo State School Code Number: 1267

Telephone: (505) 345-3661 E-mail: graham_t@aps.edu

Fax: (505) 344-2565 Web URL: http://www.aps.edu/aps/Griegos/index.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Winston Brooks Ed.S Superintendent e-mail: Brooks_w@aps.edu

District Name: Albuquerque Public Schools District Phone: (505) 880-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Martin Esquivel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 90 Elementary schools
   (per district designation) 27 Middle/Junior high schools
   14 High schools
   0 K-12 schools
   131 Total schools in district
2. District per-pupil expenditure: 6812

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 9

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	30	28	58		7	0	0	0
1	33	26	59		8	0	0	0
2	27	26	53		9	0	0	0
3	31	34	65		10	0	0	0
4	20	38	58		11	0	0	0
5	39	30	69		12	0	0	0
					Total in Applying School:			362

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
82 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
15 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	16
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2009	357
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 8%

Total number of limited English proficient students in the school: 28

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 62%

   Total number of students who qualify: 227

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

    Total number of students served: 36

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	13	Specific Learning Disability
1	Emotional Disturbance	18	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	18	0
Special resource teachers/specialists	6	3
Paraprofessionals	6	2
Support staff	7	1
Total number	38	6

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	1%	0%	2%	3%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Teacher turnover rate was due to enrollment numbers, the last five years we have had two voluntary transfers and three retirements.

Daily teacher attendance rates are not calculated in this district. These are good faith estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

PART III - SUMMARY

Griegos' mission is to teach children regardless of race, economic status, background or cultural differences using state standards while providing a safe, positive, and enriching environment conducive to learning. We have a rich history of success where many of our students' parents and grandparents attended the school and have an intense loyalty to the school and community. This loyalty is due to a consistent demand for excellence among students, parents and staff. Within the first four hours at Griegos, each child learns the "Griegos Way" of 'Doing the Right Thing at the Right Time.' Our vision and expectation is that all children can learn and improve with the realization that all students may not learn at the same rate.

Traditions are what make the school so unique. Every other spring the school has a Fiesta where students perform for their families and the community. The year when Fiesta is not occurring, Young Authors' Day is taking place. Young Authors' Day is an event where students showcase books they have written and illustrated. For the past five years, we have incorporated at least two Family Fun Nights where our PTO provides anything needed to enable these events to be successful. For example, on one of these nights in the fall, we have Movie Under the Stars. The children vote on a movie to watch while having an outdoor picnic with their family and friends. Another Family Fun Night is designated to make gifts for relatives. In addition, there is a Science Night and a Title I Reading event with a hot air balloon launch. A major fundraiser and health event is our Jog-A-Thon, which is also a time that students can show off their crazy hair. Last but not least, we have an annual Talent Show where students have the opportunity to demonstrate their talent by performing on stage.

Although the school is situated in an established, older community, the demographics are constantly changing. Predominately Hispanic students attend Griegos and approximately 30% of our students transfer from other areas. The strong, traditional family ties add to our success. However, many of our students are being raised by extended family members, struggle financially and are not always prepared upon entering Kindergarten. It is worth emphasizing that if any child begins their education at our school and works to their potential, they will learn and be successful. All stakeholders make it possible for every child to establish effective work habits and study skills that will assist them in being life-long learners as well as productive members of society.

Griegos is a small school with a reputation as academically challenging. A strong discipline policy, a tight dress code and high expectations are demanded from all. Staff turnover is extremely low and parent support is monumental. Teachers are exceptional in their teaching styles and differentiate instruction to meet the needs of each student while following research based curriculum. Data is also used to drive instruction as one means of best practices. We have a traditional focus of instruction, a strong technology component utilizing Promethean and White Boards, Pearson Success Maker and Waterford computer assisted programs for our Tier II interventions. Teachers collaborate every opportunity they have whether the time is scheduled during the duty day or on their own.

We have had a year full of recognition. In July 2010, the Albuquerque Chamber of Commerce presented the school with an "Excellence in Education Award." The Education Trust bestowed the "Dispelling the Myth Award" in November; we were one of four schools nationwide to receive the award. Additionally, we were selected by our state as a "Title I Distinguished School" and will be presented an award in February 2011. In sum, the attitude of students, teachers and parents are important components for students to attain success. If something is not working, we find techniques to make it work. If it is working, we search for methods to make it better. Everything about Griegos such as mission, vision, traditions, strengths and accomplishments, stakeholders and nature of community are reasons why Griegos is worthy of being a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Griegos Elementary takes part in the New Mexico Standards Based Assessment (NMSBA) in grades three through five. The NMSBA is a criterion-referenced test that measures student proficiency in the content standards for writing, reading, mathematics and science. The NMSBA is aligned to the New Mexico Content Standards, Benchmarks and Performance Level Descriptors, which clearly define the expectations for students in each content area. There are four performance levels on the NMSBA consisting of: Advanced, Proficient, Nearing Proficiency, and Beginning Steps. For the state of New Mexico, Annual Measurable Objectives (AMO's) are set for the state's public schools. AMO's increase every year so that by the year 2014, 100% proficiency is expected in Reading and Math. For the School Year 2009-10, the AMO's were set at 67% proficient in Reading and 57% in Math.

The School Year 2005-06 established the baseline for percentage of students proficient or advanced in Reading and Math. During this school year, the Third Grade Class scored 73% proficient or advanced in Reading and 69% proficient or advanced in Math. The Fourth Grade Class scored 82% proficient or advanced in Reading and 71% proficient or advanced in Math. The Fifth Grade Class scored 74% proficient or advanced in Reading and 69% proficient or advanced in Math. Five years later, grades three through five tested in School Year 2009-10 scored above New Mexico's AMO's, which are 67% in Reading and 57% in Math. The Third Grade Class scored 82% proficient or advanced in Reading (15% above the state's AMO's) and 83% proficient or advanced in Math (26% above the state's AMO's). The Fourth Grade Class scored 59% proficient or advanced in Reading (8% below the state's AMO's) and 60% proficient or advanced in Math (3% above the state's AMO's). The Fifth Grade Class scored 91% proficient or advanced in Reading (24% above the state's AMO's) and 89% proficient or advanced in Math (32% above the state's AMO's).

During the last two years, the Fifth Grade Class has made significant gains in both Reading and Math. Due to this growth, many strategies used at this grade level are shared among other grade levels and adjusted to meet the needs of the students at those grade levels.

In some cases, there is a gap of 10% or more in our Free and Reduced population and Hispanics have exceeded all students in other instances.

We are vigorously working to have our parent engagement component amplified by sending an eight member team of parents and staff to the Family Friendly Schools Workshop. In addition, grade levels are combining Character Counts into the curriculum to assist students in academic and social responsibilities at Griegos.

Griegos has exceeded the state's AMO's for the last five years by significant margins with the exception of one grade level during one year and one content area. As the target increases, that AMO's gap has narrowed and we are quite aware of the required tasks to make AYP. We feel that modeling for each other, sharing best practices, providing individual attention to students' needs and deeply connecting with parents will facilitate in continuing the success at Griegos Elementary.

The following URL will provide data from the New Mexico Public Education Department:

http://www.ped.state.nm.us/

2. Using Assessment Results:

State test results are released each August. On the first teacher in-service day, a copy of students' test results is given to the current teacher. At that point, test results are analyzed in a variety of methods. Tests results of students are reviewed by the previous and current teachers. Individual student's results are evaluated by standards to identify the standards that were met as well as standards in need of improvement. Each grade level compiles this information and vertical articulation meetings occur to recognize areas in need of improvement within the curriculum in order to meet those standards.

Short cycle assessments are given three times a year in the fall, winter and spring. Each grade level spends one full day analyzing the results after the assessment. Teachers also look at classroom assessments and fine tune areas that need improvement. Formal reports are given to parents every six weeks so they know how their child is doing. As a school we locate areas that are not being met with the curriculum and supplement as necessary.

A major component of assessments is making sure each student is aware of his/her progress. All students, including special education students from kindergarten to fifth grade, have a data binder with their test results in it. Students are very aware of what areas they need to improve in to meet or exceed standards along with the steps to attain the established goals.

Various forms of charting data assist the class in understanding how they are doing while not segregating any students. Pearson Success Maker and Waterford are computer programs that have computer generated test results, which are also used to drive instruction.

Tutoring is provided and encouraged for students not meeting standards. Parents are called and meet with the teacher and sometimes the principal to work on and develop a plan that will enable the child to attain success.

3. Communicating Assessment Results:

Open House and our Annual Title 1 meeting is a joint event that takes place the first full week of school with 95% of our school attending. This is when a formal announcement of state AYP results is released with the opportunity for open discussion about the test results. The school's vision is also shared at this time to ensure success. Results are published in the weekly school newsletter as well. Parents receive a detailed printout of their child's test results. If a child did not meet standards, a parent/teacher meeting is held within the first two weeks of school to go over the results in detail. A joint plan is developed through discussion of what can be done at school and what needs to be accomplished at home.

The principal talks with each class to let them know how much their hard work is appreciated, and also to inform them that we cannot rest because the bar is raised each year in order to meet AYP. Discussion occurs about how testing is relevant in many careers. Great emphasis is placed on the fact that all students can learn and do well. The expectation is made that through hard work, parental support and knowing that help is available, they can succeed.

Parents are given the opportunity to learn more about testing through the Title 1 teacher, principal, instructional coach and teachers. Teachers and students review in detail their results and these are placed in their data folder. The student can always refer back to the data and compare it to the short cycle assessment. Students are very aware of their strengths as well as areas in need of improvement. Holding students accountable for their academics does make a difference in their drive to improve in those areas in which they are struggling. Finally, the results of the state test are published in the local paper, put on the State Department of Education's website and linked from the school website.

4. Sharing Lessons Learned:

The principal has presented to the State of New Mexico Workforce Solutions Board on the success of Griegos at their monthly meeting in July of 2010. This meeting was attended by several state legislators and Cabinet officers. This came about as the result of an "Excellence in Education" award from the Albuquerque Chamber of Commerce. In November, two teachers and the principal presented to the National Conference of Education Trust in Washington D.C. about what we do at Griegos. We received the "Dispelling the Myth" award from the Education Trust. In February, two teachers and the principal attended the National Tile I Association Conference and had formal meetings and discussions while receiving the "Distinguished School" award. We have always shared our ideas and concepts not only with our peers at the school level but also with the district and national level. We were able to meet and discuss education issues with our National Senator and Congressional Representative staff members.

The principal has presented to principals at monthly meetings and shared ideas and strategies that work for our school. Teachers have visited other high performing schools to share ideas and glean new concepts that may help us achieve more success with struggling students. We have met with other schools during district wide training sessions to exchange ideas of what we do and how it fits Griegos and also to see what others are doing and if it would work for us.

The Albuquerque Journal has done several articles about Griegos and our success. This generates lots of calls and accolades but we never stop working to do what is best for the children at Griegos. While recognition is good, we are not perfect and will not give up on any of the children. The staff is well grounded and knows we must always look for a better way to do what we do, which is teach our children.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Griegos Elementary has an academically challenging curriculum that is aligned to the New Mexico State Standards. The staff utilizes traditional instructional practices in the classroom that focus on the acquisition of basic skills, concurrent with enrichment activities such as math competitions, field trips, guest speakers, student projects, parent experts facilitating after school clubs, Geography Bee, Science Night, and Young Authors' activities to enhance learning. For students in need of additional academic support, after school tutoring is provided for students in every grade level. The rigorous curriculum at Griegos is composed of core academic subjects, Language Arts, Math, Science, and Social Studies, along with Physical Education, Technology, and Fine Arts. All core instructional materials are research-based with a dedicated component for our English Language Learners and offer strategies to differentiate the curriculum to meet the needs of both struggling and advanced students.

Albuquerque Public Schools has adopted two programs for math throughout the district. This has helped a great deal when receiving a student from another school. The two programs are *Investigations* and *Everyday Math*. A large majority of schools, including Griegos, have opted for *Everyday Math*. The program is spiral in nature and is designed to support students at all levels in gaining a keen sense of mathematical concepts. There is a strong component of home interaction which fits well with the school's commitment of engaging parents. *Everyday Math* covers a wide variety of standards and mathematical fluency, computation, connections and reasoning. Our teachers have found that some supplemental work has been helpful for students that need more concrete instruction in math facts. Dedicated time each day has been provided in the schedule for sixty minutes of instruction.

Griegos Elementary uses the Harcourt Science program. It is a scientifically based program with a strong hands-on component that encourages use of the Scientific method. Students are provided opportunities to complete investigative experiments and participate in data analysis. Science kits, delivered four times a year, are provided at each grade level. These kits provide materials that enable teachers and students to conduct meaningful science experiments, thereby making abstract textbook material more concrete for students to internalize. Literacy and math concepts, such as comparing and contrasting, graphing, and analyzing data are integrated in the Science curriculum. The areas of scientific study are: Life Sciences, Earth Science, Physical Science, and Space and Technology. The Science curriculum is enhanced with visits from the University of New Mexico Medical School's faculty and students, The Albuquerque Astronomical Society, Hawks Aloft, local Certified Meteorologists, National Forest Rangers and other groups that support Science.

The Social Studies curriculum at Griegos encompasses the areas of history, geography, civics and government, and economics. Teachers use the district adopted Social Studies curriculum published by Houghton Mifflin as well as many web-based resources such as Google Earth and media from United Streaming to enrich their curriculum. Students visit local museums to observe reenactments of colonial living and learn how native cultures have significantly contributed to the culture of New Mexico. Our principal hosted a Japanese exchange teacher who spent the year teaching Griegos' students about her culture, language, and country. Griegos has participated in the National Geography Bee over the past eight years and has sent a representative to the state bee each of those eight years.

The Language Arts curriculum is embedded in our *Treasures* Reading series that was adopted this year throughout the district. This single use program covers all state standards, has an ELL component as well as phonemic awareness, spelling, grammar, and reading. Each unit has specific interconnected goals and skills to master. They include the writing process, research skills, grammar skills, comprehension and understanding different genres, and poetry. On a biannual basis, children at all grade levels write their own book and present to the community at our Young Authors' event held in the spring.

The District provides an itinerant art or music teacher on a rotating basis so children receive dedicated instruction in both within a two year cycle. Teachers provide a rich integrated art program in their classrooms through the Social Studies curriculum, literacy blocks where students illustrate their writing, and in math, illustrating concepts such as symmetry, tessellations, and patterning. Every year students are given an opportunity to showcase their talents through music, drama, or dance at our school's talent show, as well as in our spring festival, held every other year.

Our Physical Education (PE) teacher walks the walk with children and staff as well. Each child gets 120 minutes of physical fitness each week. All state standards are met throughout a rigorous curriculum where children also have to write, chart and graph their physical fitness. The PE teacher heads the wellness team and makes sure children know good eating habits, healthy lifestyles and the importance of exercise.

2. Reading/English:

Griegos Elementary uses a research based basal reading program to teach reading during a ninety minute block of uninterrupted time. First through fifth grade teachers use the *Treasures* reading program to teach the five components of reading – phonemic awareness, phonics, vocabulary, fluency, and comprehension. To better meet the needs of all learners, instruction is delivered through small guided reading groups, shared reading, and whole group reading. Furthermore, we believe strongly in providing students with opportunities to read. Many teachers set aside time during the school day for students to read independently, with a partner, chorally, or as a whole class shared read aloud.

In Kindergarten and first grade, the emphasis is on phonemic awareness, fluency, and reading for pleasure. Teachers provide a print-rich environment and use big books and predictable books as part of a shared reading routine. They study word families and sight words in their daily lessons. Fluency is practiced as children read short stories, rhymes, and poetry. Teachers work with small guided reading groups to model and teach comprehension strategies such as making predictions, asking questions, and setting a purpose for reading.

In second and third grades, students continue to work on fluency and comprehension skills in small guided reading groups and practice building stamina during independent reading. Students learn how to answer constructed response questions by restating, answering, and supporting their answers with examples from the story.

In fourth and fifth grades, reading instruction focuses on literary elements, reading analysis, and comprehension strategies using the basal program as well as novel studies. Students continue refining their skills at answering constructed response questions by focusing on citing evidence from the story to support their answers. Fifth grade teachers use novel studies, primarily from the historical fiction genre, to teach students to respond to literature by writing well-written responses that reflect their understanding of character, plot structure, theme, and comprehension of the novel.

Embedded within the curriculum are different learning options for students, such as leveled readers, decodable readers, and on-line reading resources. The *Treasures* program includes a variety of assessments to inform instruction and measure progress. In addition, each primary teacher administers the Developmental Reading Assessments (DRAs) three times a year to help teachers target instruction, and third through fifth grade teachers use the district's short cycle assessment to track students' progress. *Treasures* was chosen with teacher input as part of a district wide curriculum.

3. Mathematics:

The math curriculum at Griegos Elementary focuses on the development of math concepts, acquisition of basic math skills, the integration of problem solving experiences, and an emphasis on academic vocabulary and communication. Teachers dedicate sixty minutes of instructional time to teach math using the district adopted *Everyday Math* program, published by the Wright Group. It is a rigorous curriculum and is spiral in nature, designed to support students at all levels. However, occasionally, our teachers have

found that some supplemental work has been helpful for students that need more concrete instruction. *Everyday Math* has a strong home-school component that fits well with the school's commitment to engaging parents. Daily Home Links provide opportunities for family members to become involved in their child's learning and information is provided regarding unit goals and objectives. Throughout the math curriculum, students are encouraged to explain and discuss their mathematical thinking in their own words using the ACE strategy: (A)nswer the question in a complete sentence, show your (C)omputation, and (E)xplain your thinking using number models, academic vocabulary, and pictures (graphs, charts, or tables). Giving students opportunities to share the strategies they used to solve a problem allows them to apply math concepts in practical ways, clarify their thinking, and reinforce what they already know.

Students who need additional math support may work with Pearson's computer based intervention program, Success Maker and Waterford, for up to thirty minutes a day. We have found that these programs are student friendly, actively engage the student, and provide a detailed assessment tool to assist teachers with targeting specific concepts students still need to master. In addition, struggling students are encouraged to participate in after school tutoring and homework club. To promote automaticity of basic facts, the school principal facilitates a fun math competition amongst grade levels. Students in third, fourth, and fifth grades are expected to memorize their multiplication facts with 90% accuracy on a five minute timed test.

4. Additional Curriculum Area:

Our students utilize the latest in technology not only to bolster their knowledge of technology but also to learn the other core curriculum. When a child learns about Power Point, it is one thing to make a cute slide show with clip art and a photo. It is entirely another when the child uses a computer to research a subject, cite sources, verify the legitimacy of internet sources, make a slide show and present to an audience. These are skills used today in real world business situations. We want our kids to be prepared to jump easily into the next generation of technology with gusto and not fear. All of our grade levels except first and Kindergarten have Promethean Boards installed as of January 2011. It has been interesting to note that the children dive right in, have no fear or intimidation of technology and in many cases help the teacher get the system prepared each morning. We have used United Streaming throughout the school for the last four years. United Streaming is a web based video presentation program aligned with the New Mexico State standards, which enhances teacher instruction. We know children have a higher expectation and respond well to visually exciting presentations so we embrace technology and are seeking ways to augment lessons. We are currently looking at using Ipods to help our struggling readers, something we would not have given a second look at two years ago. With the advent of e-books and computer assisted learning we want to be on the cutting edge not the trailing edge. Each intermediate grade level has a digital LCD microscope where four to five children can easily see the slides at the same time, point out what they are seeing, and display it on a TV in the room or on the Promethean Board. This small achievement allows many of our shy children or struggling children to really see what the teacher is trying to show and not just say "Oh yeah , I see it too."

Technology is not the sole answer to education pitfalls alone. However, with skilled teachers who are not afraid to use technology as a tool, we will have a powerful force: great teachers, motivated students and the latest resources.

5. Instructional Methods:

The teaching staff at Griegos implements a variety of instructional methods to promote student achievement and illustrates our belief that all students can learn. Teachers use direct instruction to introduce new information, concepts and skills, coupled with learner centered approaches that encourage cooperative learning, problem solving, and discovery learning. These are easily differentiated to meet all students' needs. Educational assistants, resource staff, and parent volunteers are often on hand to assist with small group work, as well as one-on-one instruction when needed.

To improve struggling student achievement across all content areas and make information easier to understand and learn, teachers employ the use of Marzano's High Yield Instructional Strategies. Graphic organizers such as text frames, Venn diagrams, and vocabulary webs are used in all content areas. Summarizing and note taking are skills third, fourth and fifth graders use to synthesize complex information in math, science, reading, and social studies. Primary students are given the foundation to use the strategies taught in the upper grades. Academic vocabulary, the vocabulary students must know in order to understand a concept, is explicitly taught through the use of word webs, games, visuals, and vocabulary journals. For example, in math, students define words such as sum, difference, product, or quotient in their own words, illustrate the words, write antonyms or synonyms, or use the words in a sentence to help them remember each word. Students use Venn diagrams to compare and contrast reading selections, science concepts, or math terms such as prime and composite numbers. Writing and presentation rubrics as well as exemplars are used at every grade level to communicate expectations and grading criteria. Students are taught how to use the RACE and ACE strategies as a framework for organizing their answers to constructed response type questions. In reading, RACE stands for Restate the question, Answer the question, Cite evidence from the story to support your answer, and Expand your answer by making a personal connection. In math, ACE stands for Answer the question in a complete sentence, show your Computation, and Explain how you solved the problem using academic vocabulary, number models, and pictures (charts, tables, or graphs). Finally, all students are taught progress monitoring strategies through the use of data folders where they record their individual academic goals, chart and store their assessment results, track attendance, and reflect on their progress. Each of our core areas has an ELL component that is used for English Language Learners.

6. Professional Development:

For the past five years Griegos has had an allocated time for professional development. This year we dedicated one full day every other month for professional development and collaboration. In addition, Albuquerque Public Schools provides teachers with four days a year to learn about new adoption materials and new strategies for teaching.

Professional development for the past five years has revolved around training on our new math and reading adoption materials. Our teachers have spent four days strictly learning about the *Everyday Math* program. They received professional development from district trainers and the Instructional Coach. Teachers learned about the process of the spiraling program and developed materials and games to enhance student engagement in the process of learning math concepts. A math task bank is also used to increase students' ability to write about how they use math problem solving skills. Our teachers use this information to identify where students may have gaps in their skills and use supplemental materials to fill in those gaps.

As a district, we have just adopted the McGraw-Hill *Treasures* reading curriculum. Our professional development this year has been focused on learning about all the components of this program. We have received training from several McGraw-Hill professional developers as well as school-based training by the Instructional Coach. Our teachers have embraced the use of small group strategies for meeting the needs of all learners. Furthermore, we have purchased several books for all teachers that offer new ideas for best practices and use these for our book study activities. We have also spent time accessing the *Treasures* on-line teachers' professional development websites and video clips of specific teaching strategies.

Griegos has grade level collaboration which focuses on shared instructional knowledge for classroom implementation. Teachers look at student assessment data on reading and math after each testing cycle to determine our successes and where standards are not being met. Teachers plan together and implement strategies and materials to increase student achievement. Collaboration time is also spent learning about new district initiatives as well as specific school-wide needs, such as Student Assistance Team procedures.

Teachers at Griegos are inquisitive and desire to learn about new strategies and materials available to them. They continue to seek out ways to improve their teaching methods in order to impact student learning in an environment that includes diverse learners.

7. School Leadership:

The principal believes that all children can learn regardless of economic status, minority status or learning disabilities. There is a three pronged approach to a success at Griegos. The teachers have to be outstanding and be committed to the profession as a calling rather than a job. Parents must be engaged and committed to doing all they can to help their child. The student must take learning seriously and always do their best and be committed to the "Griegos Way," which is to do the right thing at the right time. The principal must make it all work and balance the needs of everyone and provide the resources and training that fits the school best.

The school has an Instructional Council which deals with curricular issues and resources within the school. The Instructional Council is a team made up of teachers, educational assistants and a parent representative. It is collaborative in nature and open to all. We also have a very active PTO group that deals with school issues or concerns. The principal is easy to reach and has an open door policy.

The principal gives teachers resources and a fairly wide berth within curriculum structure to teach their students successfully. If success falters more structure is provided using data to hone in on problem areas and get on track. Parent encouragement must come from the teacher and be reinforced by the principal. Weekly letters are sent home to all parents by the school administration in addition to monthly letters by the teachers. The principal does weekly walkthroughs of classrooms to get a pulse of the activity and ensure the curriculum is being taught. When support is needed the principal provides it or sees that it is provided. The principal gives the teachers first response on most discipline issues and dealing with parents, but provides support when asked or determines support is needed. Structure is successful at Griegos and is expected in all areas including discipline, timeliness, and grade level articulation, working with families and utilizing all resources available. When resolving issues, the first question asked is, "What is best for this child?" We question how to make every child more successful, how to ensure success, and when to reevaluate our strategies when things are not working. Teachers have an opportunity and structure to express concerns or suggest new methods for curricular ideas. Staff meetings are open to any discussion and the principal welcomes anything to help make the school better.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: NMSBA

Edition/Publication Year: 2004 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	83	58	80	83	69
Advanced	18	12	12	19	18
Number of students tested	55	69	60	52	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	79	50	79	83	63
Advanced	14	6	8	19	7
Number of students tested	37	48	38	52	30
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	80	50	74	79	68
Advanced	13	7	12	14	14
Number of students tested	46	54	43	43	37
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					62
Advanced					8
Number of students tested					13
6. White					
Proficient/Advanced	0	83	93	0	0
Advanced	0	17	7	0	0
Number of students tested	0	12	14	0	0
NOTES:					

11NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: NMSBA

Edition/Publication Year: 2004 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	82	65	85	85	73
Advanced	18	16	25	21	13
Number of students tested	55	69	60	52	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	75	58	82	85	70
Advanced	16	10	16	21	13
Number of students tested	37	48	38	52	30
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	80	59	86	81	73
Advanced	17	9	19	19	8
Number of students tested	46	54	43	43	37
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					69
Advanced					8
Number of students tested					13
6. White					
Proficient/Advanced		92	79		
Advanced		42	43		
Number of students tested		12	14		
NOTES:					

11NM2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: NMSBA

Edition/Publication Year: 2004 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	60	83	79	67	71
Advanced	24	17	25	36	22
Number of students tested	66	63	48	45	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	50	74	64	67	57
Advanced	16	9	11	36	10
Number of students tested	44	35	28	45	30
2. African American Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced	55	81	76	66	64
Advanced	20	16	26	29	18
Number of students tested	55	43	38	35	28
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	0	81	0	0	88
Advanced	0	19	0	0	31
Number of students tested	0	16	0	0	16
NOTES:					

11NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: NMSBA

Edition/Publication Year: 2004 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	59	86	79	73	82
Proficient	17	21	19	20	18
Number of students tested	66	63	48	45	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	52	80	68	73	77
Proficient	9	11	7	20	7
Number of students tested	44	35	28	45	30
2. African American Students					
Proficient/Advanced					
Proficient					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	53	84	76	71	86
Proficient	15	19	16	14	11
Number of students tested	55	43	38	35	28
4. Special Education Students					
Proficient/Advanced					
Proficient					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Proficient					
Number of students tested					
6. White					
Proficient/Advanced	0	88	0	0	81
Proficient	0	19	0	0	31
Number of students tested	0	16	0	0	16
NOTES:					

11NM2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: NMSBA

Edition/Publication Year: 2004 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	89	73	65	69	69
Advanced	35	31	30	5	21
Number of students tested	64	48	46	42	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	92	57	53	69	58
Advanced	59	14	23	5	15
Number of students tested	27	28	30	42	26
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	88	72	61	64	62
Advanced	42	28	24	7	21
Number of students tested	52	36	38	28	34
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					71
Advanced					50
Number of students tested					14
6. White					
Proficient/Advanced	91	0	0	77	0
Advanced	55	0	0	0	0
Number of students tested	11	0	0	13	0
NOTES:					

11NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: NMSBA

Edition/Publication Year: 2004 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	91	90	74	79	74
Advanced	36	27	37	19	31
Number of students tested	64	48	46	42	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	86	82	67	79	62
Advanced	27	14	27	19	15
Number of students tested	37	28	30	42	42
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	89	89	71	79	68
Advanced	31	22	29	14	24
Number of students tested	52	36	38	28	42
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					93
Advanced					50
Number of students tested					14
6. White					
Proficient/Advanced	100	0	0	77	0
Advanced	64	0	0	23	0
Number of students tested	11	0	0	13	0
NOTES:					

11NM2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	78	71	72	75	72
Advanced	26	20	22	20	20
Number of students tested	168	167	124	147	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	70	60	62	67	62
Advanced	30	10	14	20	11
Number of students tested	104	104	88	92	77
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	75	67	67	70	67
Advanced	25	17	21	17	18
Number of students tested	138	126	107	114	91
4. Special Education Students					
Proficient/Advanced	47	0	0	0	0
Advanced	14	0	0	0	0
Number of students tested	22	18	14	19	11
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	93	81	79	93	93
Advanced	50	6	2	0	10
Number of students tested	27	31	25	27	28

NOTES: All subgroups with 0 had less than 25 students. Groups with less than 10 students were not reported on as being proficient or advanced. Blank spaces are intentional.

11NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	77	80	80	80	79
Advanced	24	21	27	20	21
Number of students tested	168	167	147	124	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	71	73	73	71	73
Advanced	17	12	17	20	12
Number of students tested	104	104	92	79	77
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	74	77	77	78	77
Advanced	21	17	21	16	14
Number of students tested	138	126	114	94	91
4. Special Education Students					
Proficient/Advanced	51	0	0	0	0
Advanced	10	0	0	0	0
Number of students tested	22	18	14	19	11
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	93	90	85	88	89
Advanced	37	31	43	23	31
Number of students tested	27	31	27	25	28
NOTES: All subgroups with 0 had less than 10 students. Subgroups with less than 10 students did not show proficient or advanced. Blank spaces are intentional.					

11NM2